



ICT, Writing & the Creative Connections

Karen Yager Knox Grammar School Sydney Australia
yagerk@knox.nsw.edu.au



GOOD WRITING IS
HARD WORK!



Writing Demands



- Compose a 12-word story about your life
- When you close your eyes, what images come to mind?
- What feelings?
- What sounds?



Confidence

- Creativity is innate
- *'Just get black on white'* (Robert Gray, 2011).
- Beginning with observations, chunks of writing, little moments...a sentence a day!
- Jottings: Journal, notepad, iPhone or wiki/blog
- Write from experience and passions!
- Focus on the sound, look and feel of the words.

WHAT MATTERS MOST
IS HOW YOU SEE YOURSELF.



ICT and Writing

- **Confidence:** The ideas and getting started
- **Inspiration:** Images, ideas, models and exemplars
- **Planning:** Graphic organizers to shape the ideas
- **Craft to artistry:** The writing process
- **Collaboration and Reflection:** Joint constructions, self-evaluation and critical reflection
- **Refinement:** Self, peer and teacher editing



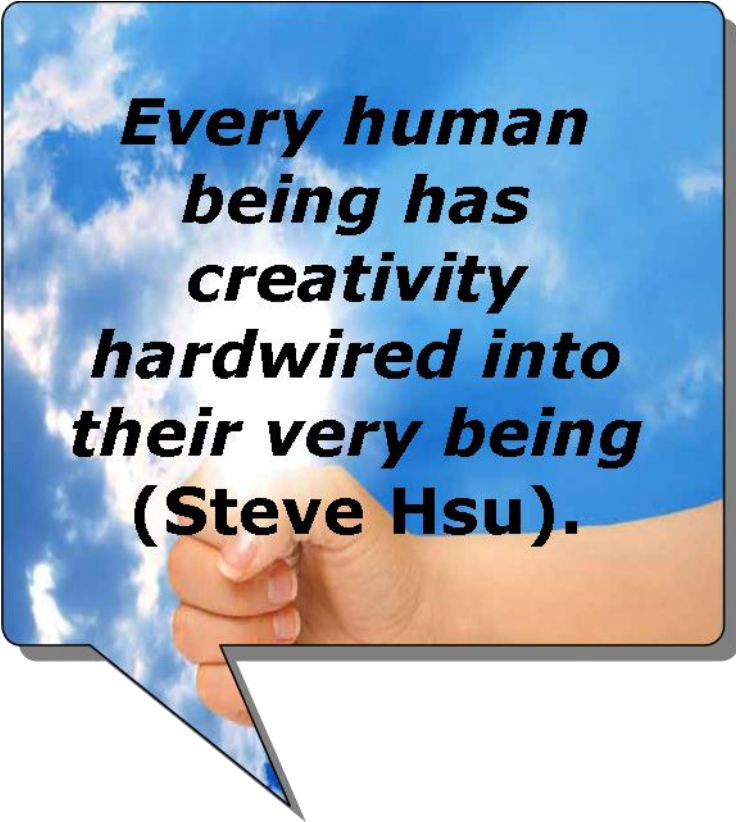
The Research

- Barab et al (2001), Shaffer (2006) and Gee (2007): Creating using technology encourages students to be creative, autonomous, and cognitively flexible risk takers.
- Westwell (2009): Creativity flourishes when connected to what is already known.
- Visuals promote a student's ability to organise and process information (McKendrick & Bowden, 1999), and challenge students to think on levels that require higher order thinking skills (Smith & Blankinship, 2000).



Creativity

- **Fluency** - generating many ideas
- **Flexibility** - shifting perspective easily
- **Originality** - conceiving something new
- **Purpose** - vision
- **Audience** - context
- **Elaboration** - building on other ideas
- **Evaluation** - critical reflection
- **Transformation** – building on the learning



Every human being has creativity hardwired into their very being (Steve Hsu).

Technology & Writing

- Inspiration and generation of ideas
- Planning
- Craft to artistry
- Creating texts
- Ongoing feed-forward
- Collaboration
- Evaluation and reflection



Learning first; technology as a tool!



- What do the students need to learn?
- Why does it matter?
- What do they already know?
- What do I want the students to do or produce to demonstrate their learning and understanding?
- How will they get there?
- How can technology be a powerful tool?
- How well do I expect them to do it?

Teaching Delivery

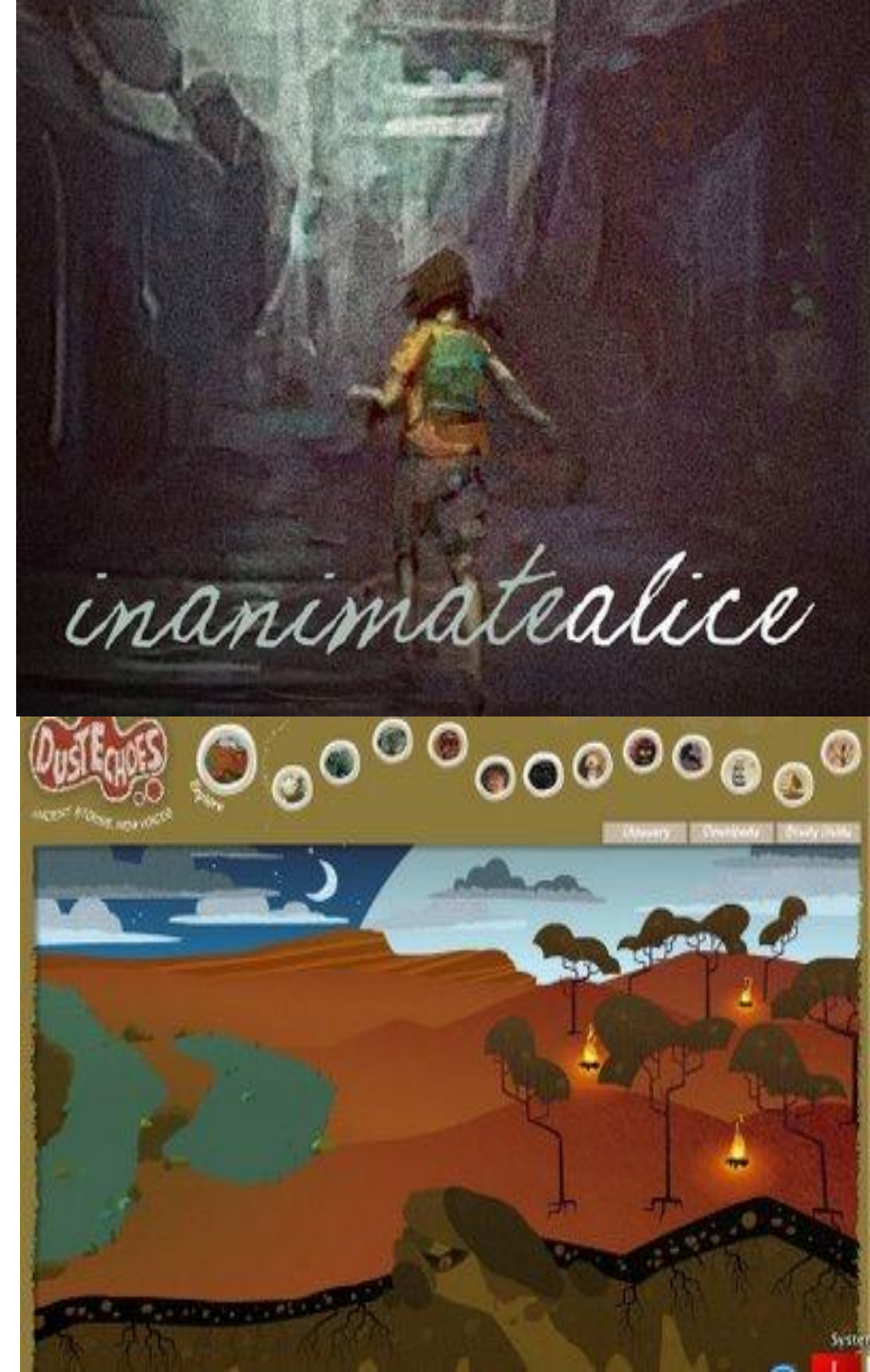
- How you feel about technology's propensity to enhance writing?
- Do you use technology in the classroom to improve writing, and if so, how?

A close-up photograph of a lit matchstick. The matchstick is positioned vertically, with the flame at the top. The flame is bright yellow and orange, with a long, thin, vertical streak of light extending upwards. The background is dark and out of focus.

**Inspiration and
generation of ideas**

Inspiration

- **Inanimate Alice:**
<http://www.inanimatealice.com/>
- tells the story of Alice, a young girl growing up in the first half of the 21st century in China
- **Dust Echoes:**
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations beautifully illustrated of Aboriginal myths.
- **State Library of Victoria: Mirror of the World: Books and Ideas:**
<http://www.mirroroftheworld.com.au/> - amazing images and extracts from texts to inspire writing.
- <http://www.magickeys.com/books/>: A plethora of multimedia stories for all ages.



Inspiration


- **Build your wild self:**
<http://www.buildyourwildself.com/>
- create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki:** <http://www.voki.com/> - create an avatar for a blog story or students can play with the crafting of a character. The students can add setting, clothing and even record their character's voice.
- **The Hero's Journey:**
<http://www.readwritethink.org/files/resources/interactives/herosjourney/> - planning for a hero's journey narrative and the elements of the hero's journey.
- **Create an Online Story:**
<http://storybird.com/create/>







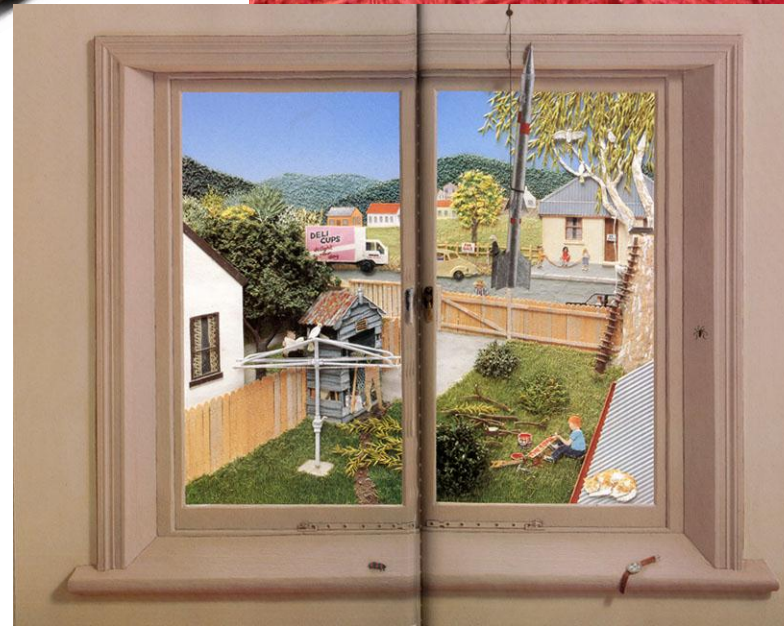
Inspiration

- Movie Trailers
- [Gaming worlds](#)
- Music - 
- Vancouver film school
- [Speeches](#)
- [YouTube](#) clips
- Australian Screen:
<http://aso.gov.au/titles/alpha/A/>
- Verbal cinema



Inspiration

- Write from experience... [family](#)
- Look into the mirror
- [Through my window](#)
- Talismans
- Photographs
- One plus one = three:
The back story –
teddy's missing eye;
the ripped page in an
album...



Beyond the door, the discordant duet climaxes in a bestial fury. Insults fly with sharpened points and are blunted by the cloaks of hate that smother his parents. Two strands collide and stagger back in an explosion of passion, endlessly seeking to devour the other. No knot serves to unify them. No oaths or bonds or declarations of love lubricate the mechanism. Steel on steel, fire on fire; nothing to stand and calm the tempest. Once entangled in lover's passion, the two now dance with daggers drawn, a darker passion their new melody.

Planning



Planning

- Graphic organisers -
<http://www.spicynodes.org/>
- A word cloud to brainstorm ideas using:
 - **Wordle:**
<http://www.wordle.net/>
 - **Taxedo:**
<http://www.tagxedo.com/>



Craft to Artistry



Craft

- **Spotlighting:** the word and sentence level
 - Lexical density
 - Vocabulary
 - Grammar
- **Structure:**
 - Purpose and audience
 - Form
 - Syntax and paragraphing
 - Framing devices

*"You can't depend on your eyes
if your imagination is out of focus."*

Mark Twain



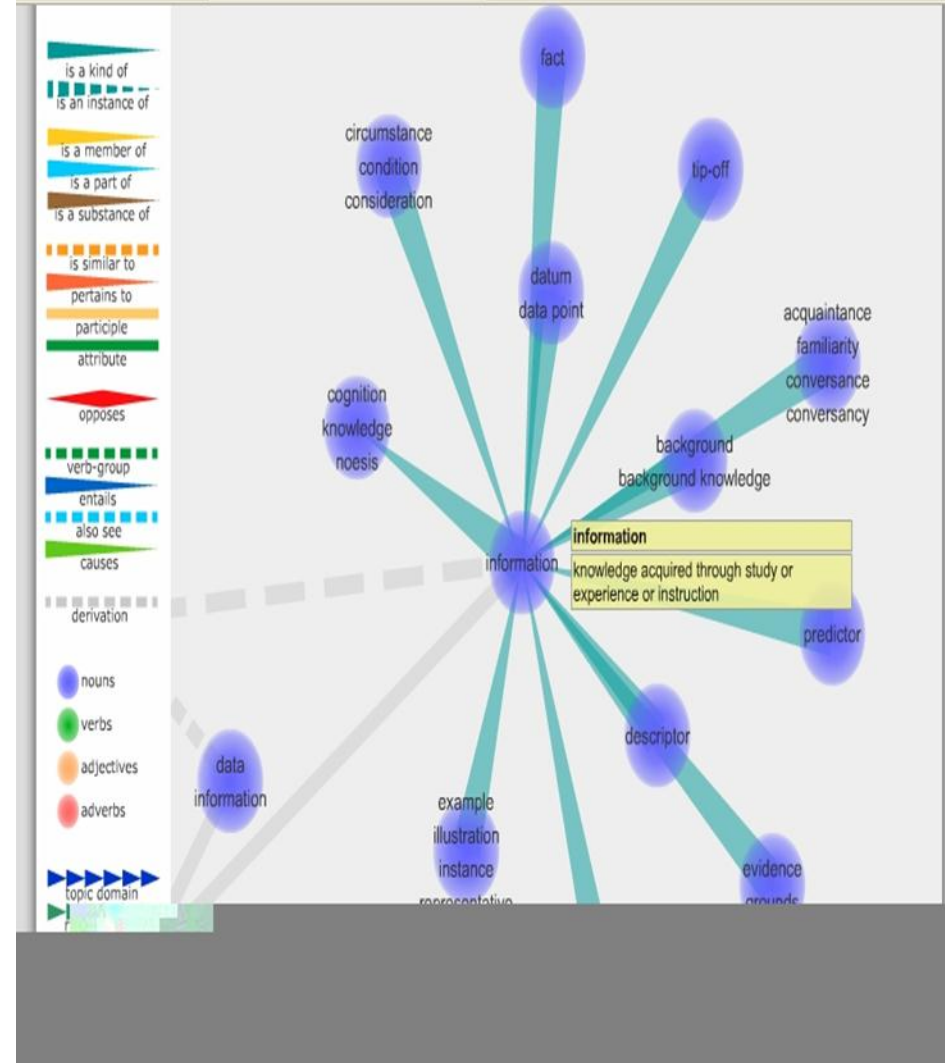
Craft

- Focussing on the sound, look and feel of the words...record writing and really listen!
- **Senses:**
 - **Sound:** Euphony, discordance...the vowels and consonants
 - **Sight:** Figurative devices
 - **Feeling:** Nuances



Vocabulary

- **Visuword:**
<http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.
- <http://www.vocabulary.com/>



Grammar

- **Grammar Skills:**
<http://www.bbc.co.uk/skillswise/words/grammar/>
- **Grammar Ninja:**
<http://www.kwarp.com/portfolio/grammarninja.html>
- **Grammar Monster:**
<http://www.grammar-monster.com/index.html>
- **Cyber Grammar:**
<http://www.cybergrammar.co.uk/index.php>



**“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”**

Writing Demands



- Read your 12-word autobiography:
 - What words can you change?
 - Do you want euphony followed by discordance?
 - Is there a simile or metaphor you can add?





Technology and Creating Texts

Multimodal Digital Texts

- *“Multimedia sonnets from the people”* (Daniel Meadows).
- Focus on language and visual literacy!
- Immerses students in the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditory, gestural, or spatial modes.
- *‘Multimodality captures the multifaceted and holistic nature of human expression and perception, while linguistics alone does not embrace the full richness of semiotics’* (Kress, 2000).

Creating

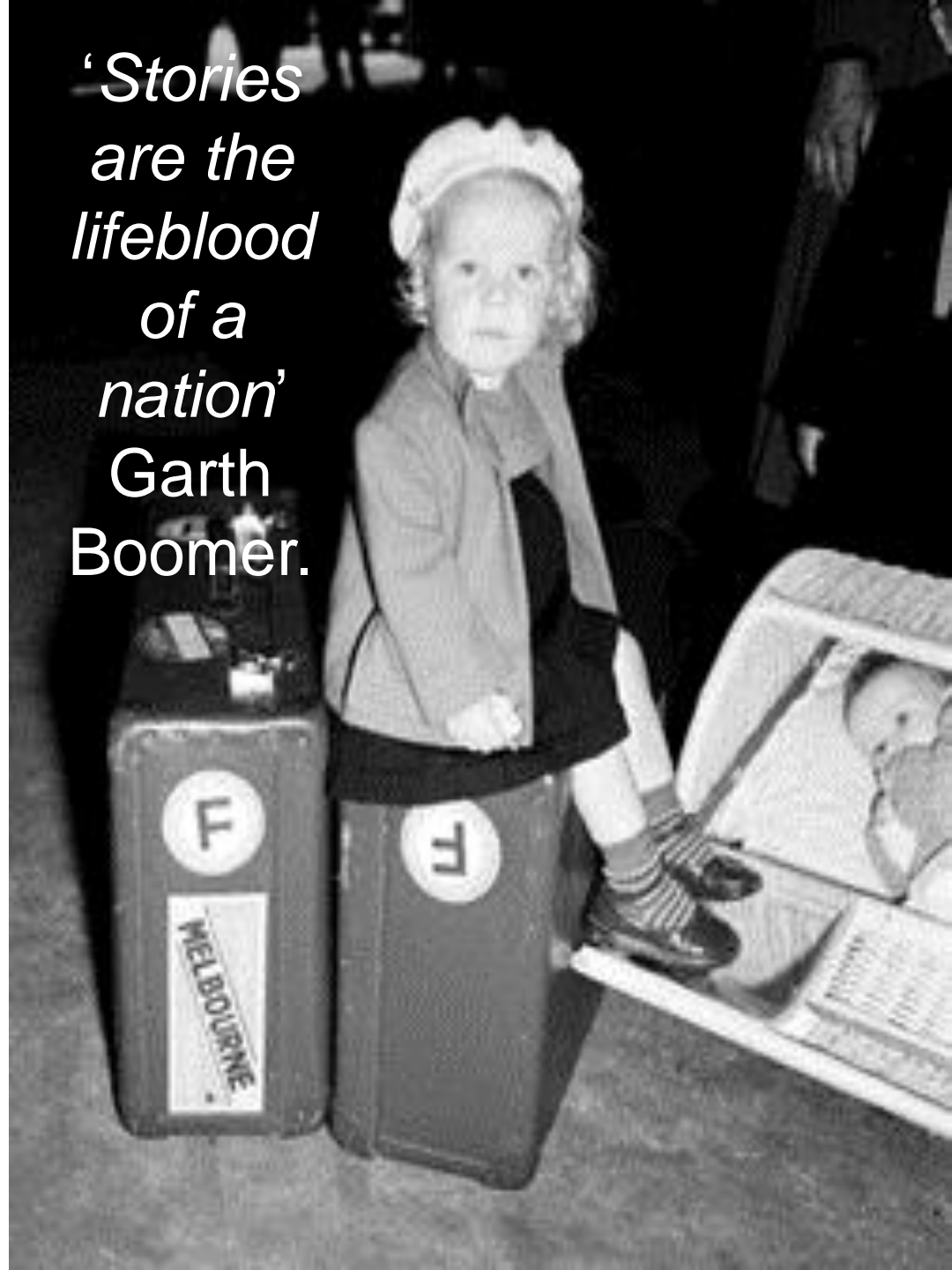
- **GoAnimate:**
<http://goanimate.com/>
- **Make Beliefs Comix:**
<http://www.makebeliefscomix.com/>
- **Pixton Comics:**
<http://www.pixton.com/uk/home>
- **Toondoo:**
<http://www.toondoo.com/Home.toon>
- **Superhero:**
http://superherosquad.marvel.com/create_your_own_comic
- **Xtranormal:**
<http://www.xtranormal.com/>




Digital Texts

- A digital timeline:
<http://www.dipity.com/>
- [A narrative](#)
- Creative non-fiction
- E-postcards
- A character's blog or Facebook
- A persuasive podcast
- [Choose your own adventure](#)
- Alternative perspectives
- A soundscape
- A digital poem
- A travel tale: Google Earth

*'Stories
are the
lifeblood
of a
nation'*
Garth
Boomer.





“Go! Go! Go!”

We surge as a single might, like a vast wave crashing and consuming the jagged rocks in our path.

We burst into the shattered remains of the building with sharp blasts of our guns, and rapid fire commands.

Heaving forward, our unit seeks to quench a relentless thirst and soothe parched mouth and throat from the bitter taste of the enemy.



The force of our tidal current exhumes all in its wake,
and I batter down the final door to this humble habitat
of a once-sparse existence.

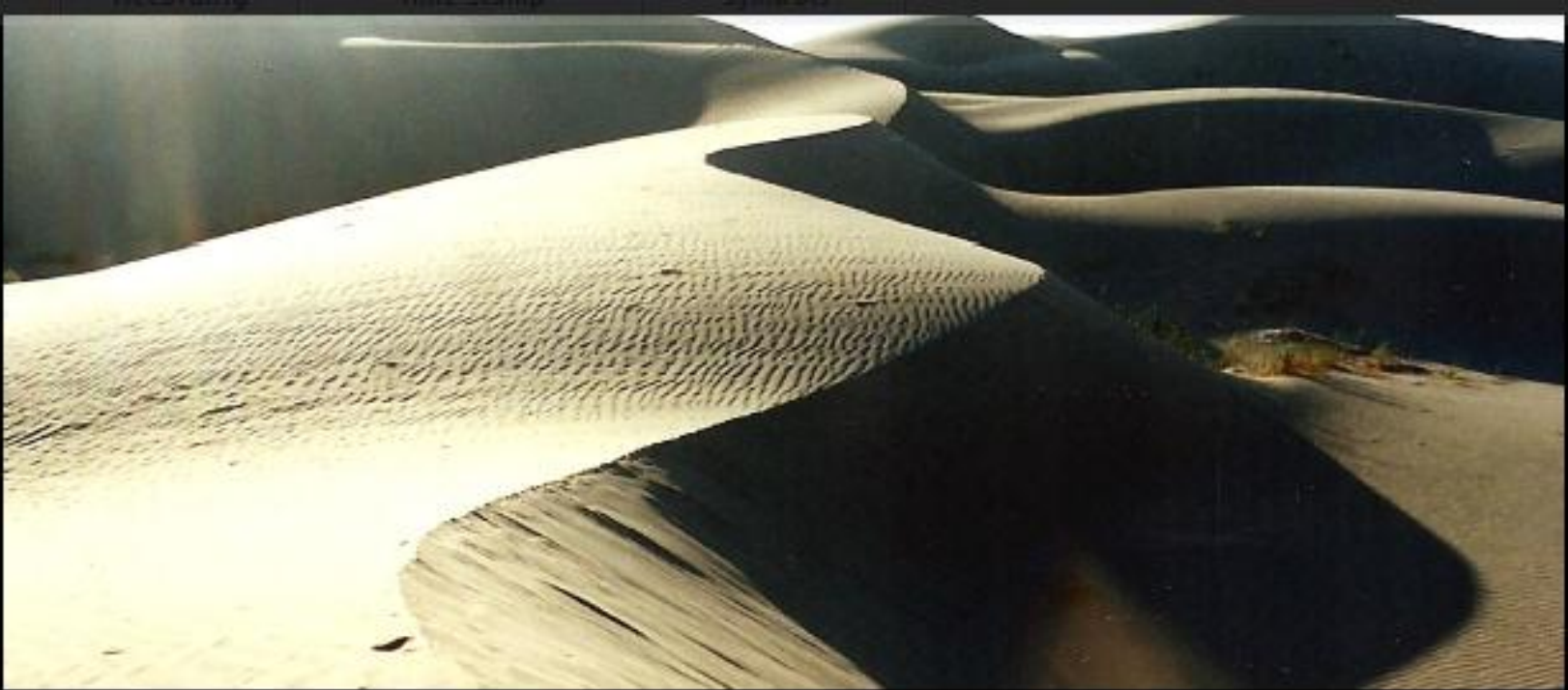
I gasp for precious breath as the drowning sound of
silence pulls me deeper into it's airless void.

My eyelids blink, a camera's shutter, intent on
capturing various angles of the scene, reporting details
to a brain too young and unprepared to absorb the
horrific content of the news.

Stark reality slowly seeps into the crevices of my
mind...

Awash in blood and gore before me, the disfigured
remains of a young family.

Reduced to mere detritus spewed out in the wake of
our flawed and futile mission.



I surface to find I am cast adrift. With newborn ears, I hear the cold and callous chatter of voices indifferent and unmoved by the carnage.

Dazed, I drift away from their mocking brutality, leaving them to scavenge through the meager belongings of a family devoured by man's cruel nature.

I'm just a boy.

A warm zephyr gently embraces me, whispering promises to carry me home, to carry me back into the safe arms of my childhood innocence.

I willingly accept the offer, and float away into night.

Digital Text Sites

- <http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml>
- <http://www.digi-tales.org/>
- <http://lightningbug.com.au/index.htm>
- <http://www.photobus.co.uk/index.php?id=2>
- <http://www.changinglives.com.au/2008/04/abrar-autumn-and-i.html>
- <http://www.dipity.com/> - Digital timeline

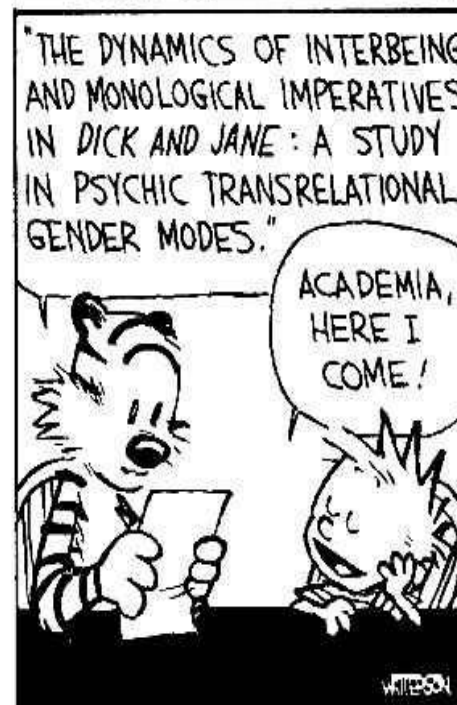
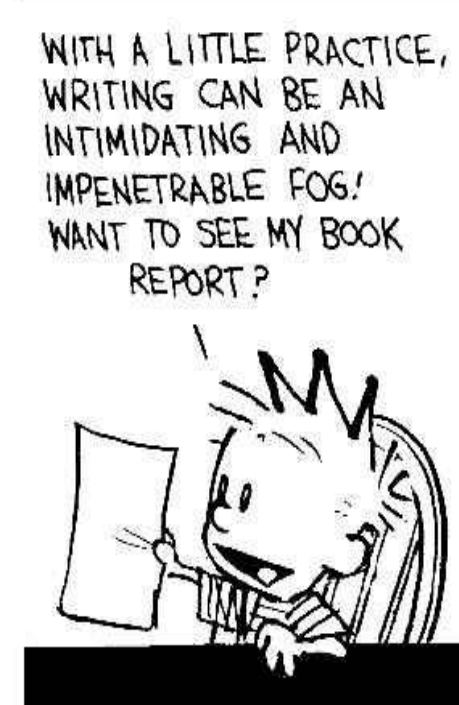
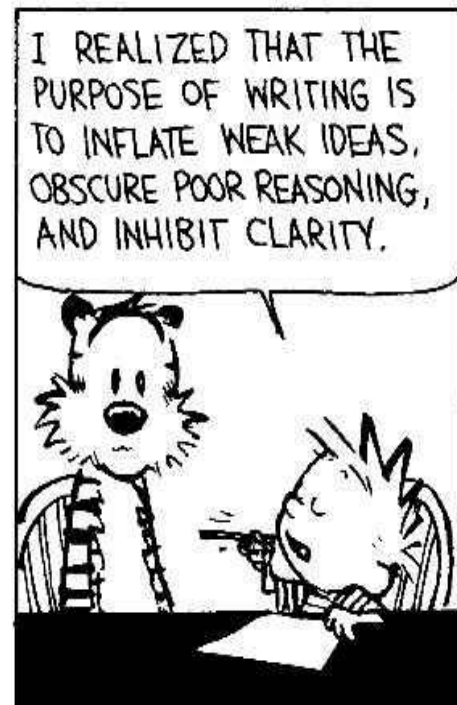
Digital Texts

- **Museum Box:**
<http://museumbox.e2bn.org/>
- **Newspapers:**
<http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm>
- **Magazines:**
<http://bighugelabs.com/magazine.php>



Digital Texts

- **Diary Entries:**
<http://penzu.com/>
- **Pastiche:** Include a range of text forms such as: Twitter, blog heading, newspaper line...
- **Prezis:** <http://prezi.com/>
- **Fakebook:**
<http://classtools.net/fb/home/page>
- **Create online stories:**
<http://storybird.com/>



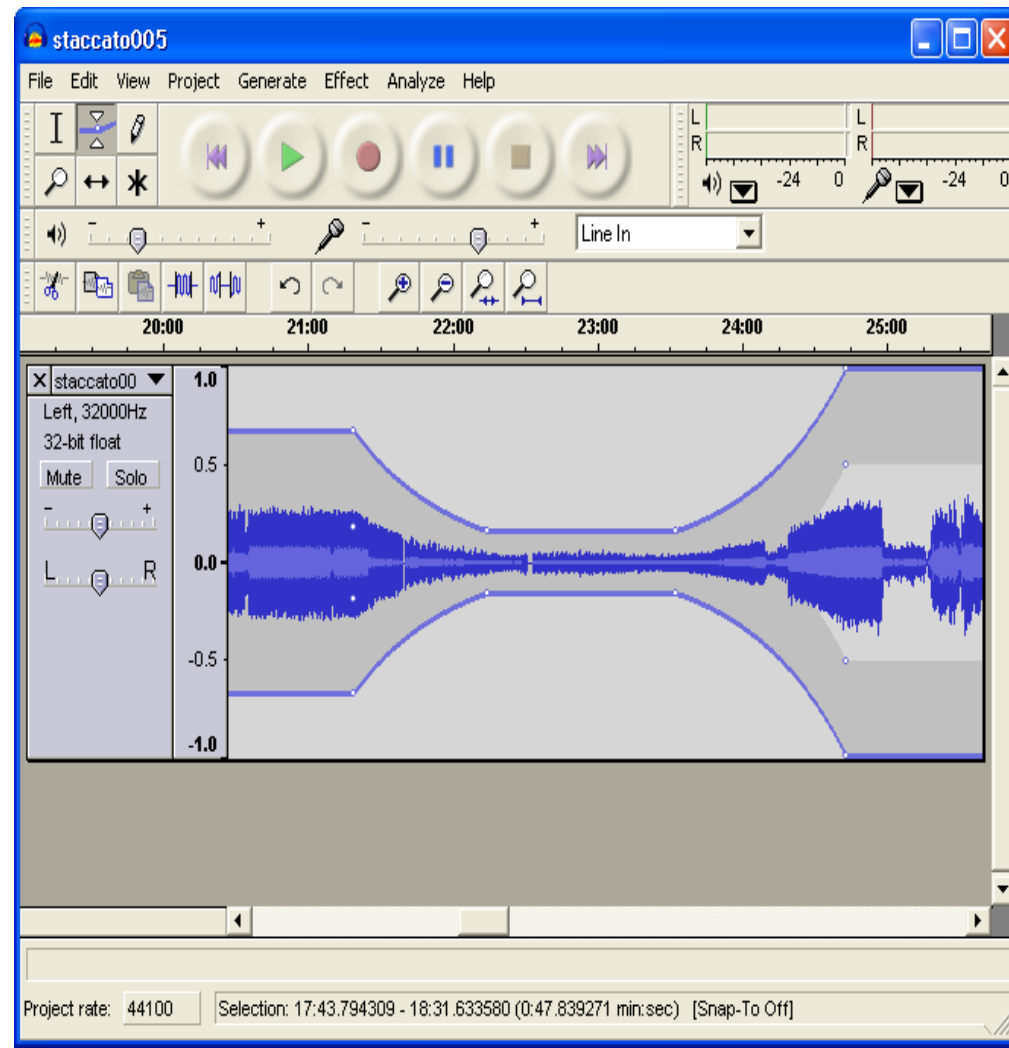
Media Texts

- <http://good.is/> : a site that makes regular use of infographics—runs contests for student
- <http://learning.blogs.nytimes.com/2010/08/23/teaching-with-infographics-places-to-start/> - students sharing infographics



Speeches

- Podcasts: <http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>
- Oral tales
- Interviews
- Speeches
- Advertisements
- Performance poetry
- Raps
- News/Weather presentations



Exposition

- Explicitly teach the structure of arguments
- Persuasion 101:
<http://prezi.com/62290/>:
An introduction to persuasion
- Online persuasion map:
http://www.readwritethink.org/files/resources/interactives/persuasion_map/
- Essay Map:
<http://www.readwritethink.org/materials/essaymap/>

Name _____ Date _____

Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.



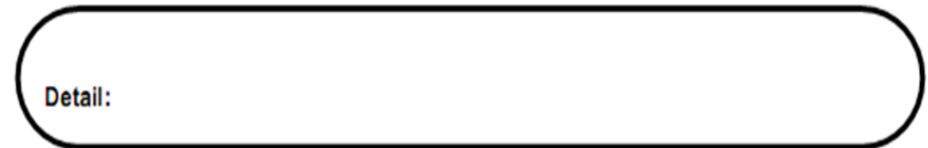
Topic:



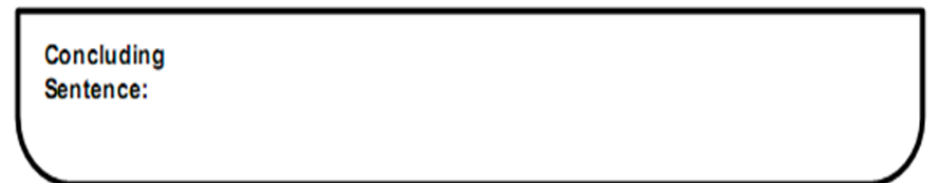
Detail:



Detail:



Detail:



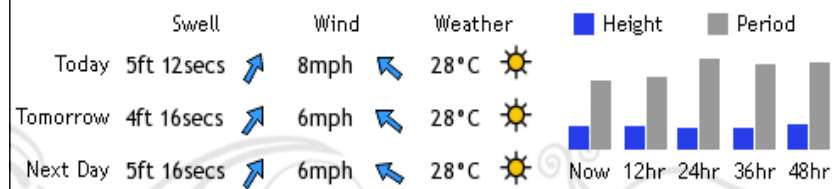
Concluding Sentence:

Exposition

- 60 second presentations on a burning issue or 20-word blog post
- **Websites such as:**
 - Surfaid:
<http://schools.surfaidinternational.org/>
 - Rhetoric:
<http://www.putlearningfirst.com/language/20rhet/20rhet.html>
 - Amnesty International:
<http://www.amnesty.org.au/refugees/>
 - Protest poetry and songs:
http://www.ppu.org.uk/learn/poetry/poetry_against.html



Uluwatu Surf Forecast - 2pm 29th Apr CIT



FULL 8 DAY FORECAST

LOCAL SWELL CHARTS

MAGICSEAWEED.COM

QR Texts

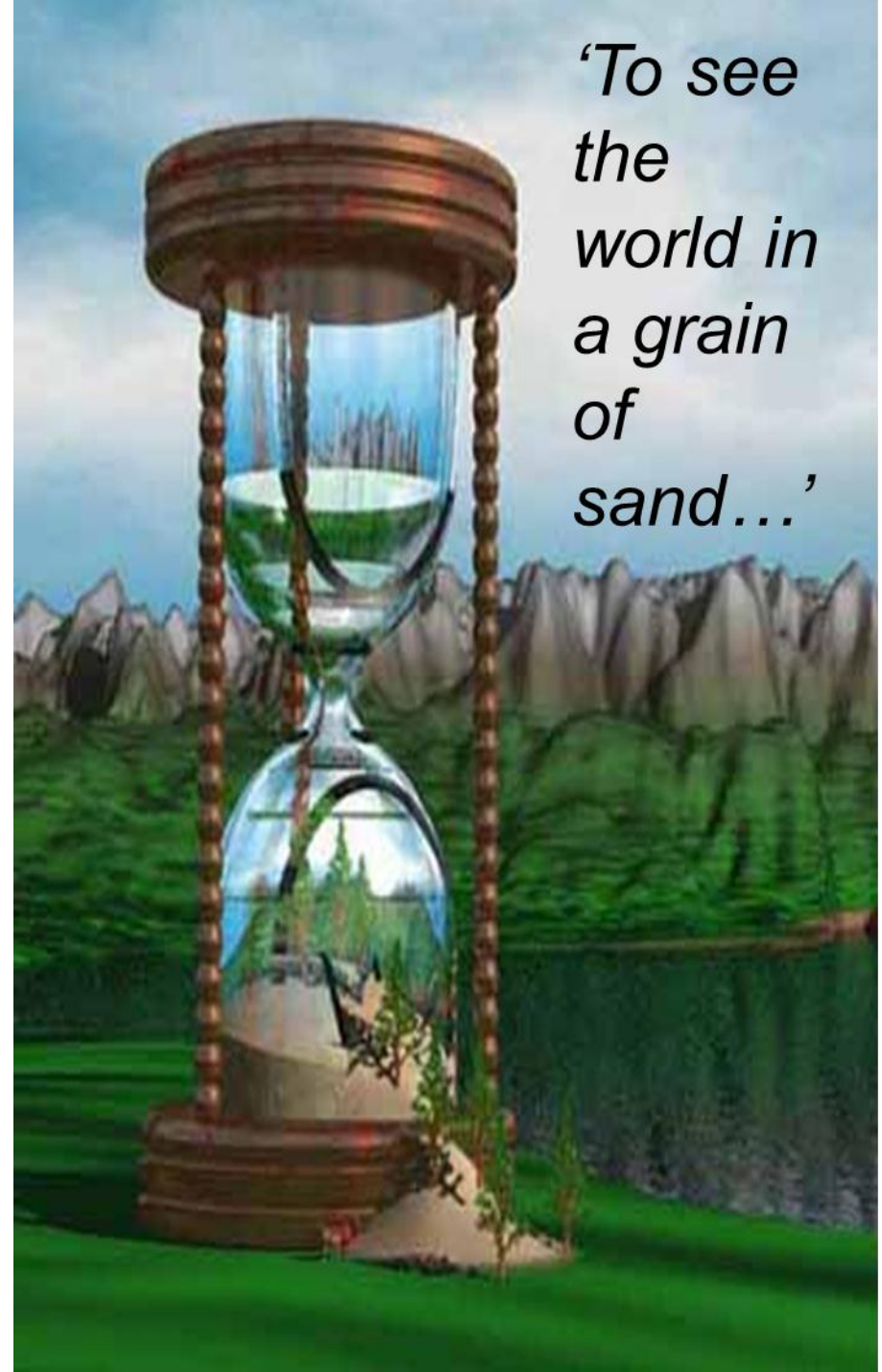
- A *QR code* (abbreviated from Quick Response code) is a type of matrix barcode or two-dimensional code - <http://qrcode.kaywa.com/>
- Stories that continue each week around the school.
- Alternative endings



Poetry

- Refines and shapes writing
- Haiku
- **Found poems:** Trawl through the net and borrow lines and images
- Digital poems with images
- Podcast poets
- **Instant poetry:**
<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>

*'To see
the
world in
a grain
of
sand...'*



Collaboration and *Feed-forward*





- Google docs
- Class blog or wiki
- Global connections:
<http://www.epals.com/projects/info.aspx?DivID=index>
E.g. digital storytelling and global warming
- Hyperlinked texts



Peer Assessment

- *“When students are more active participants in the whole process, then feedback is likely to be most useful to students’ learning” (Hattie & Timperley, 2007).*
- *“When students get to see other students’ work it deepens understanding of the learning goals” (Nicol, 2008)*

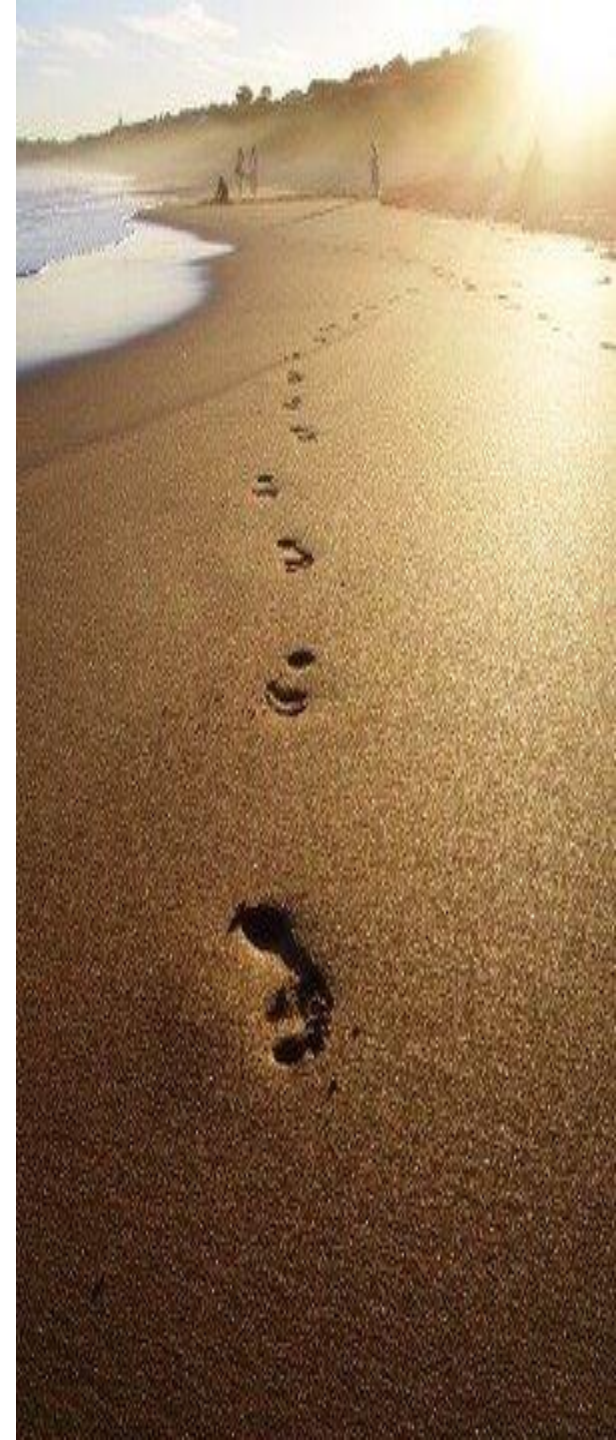


Peer *feed-forward*

- Ongoing during the writing process
- Encourage peer discussion about what constitutes effective writing
- Pairing and sharing
- Students designing the marking criteria

Over to you...

- Find someone in the room and walk together – share your autobiographies, and provide *feed-forward*.



Effective *Feed-forward*

- Precise
- Strategic
- Timely
- Frequent (Holmes & Papageourgiou, 2009)
- Encourages students to make the difference and do resubmits
- ‘Insert word’



A painting of a woman with long, flowing blonde hair, her face pale and serene, looking slightly to the right. She is positioned in the foreground, with her shoulders and upper chest visible. In the background, two lit red candles with yellow flames stand on dark green bases against a deep blue, textured backdrop. The overall mood is contemplative and artistic.

Evaluation and Reflection

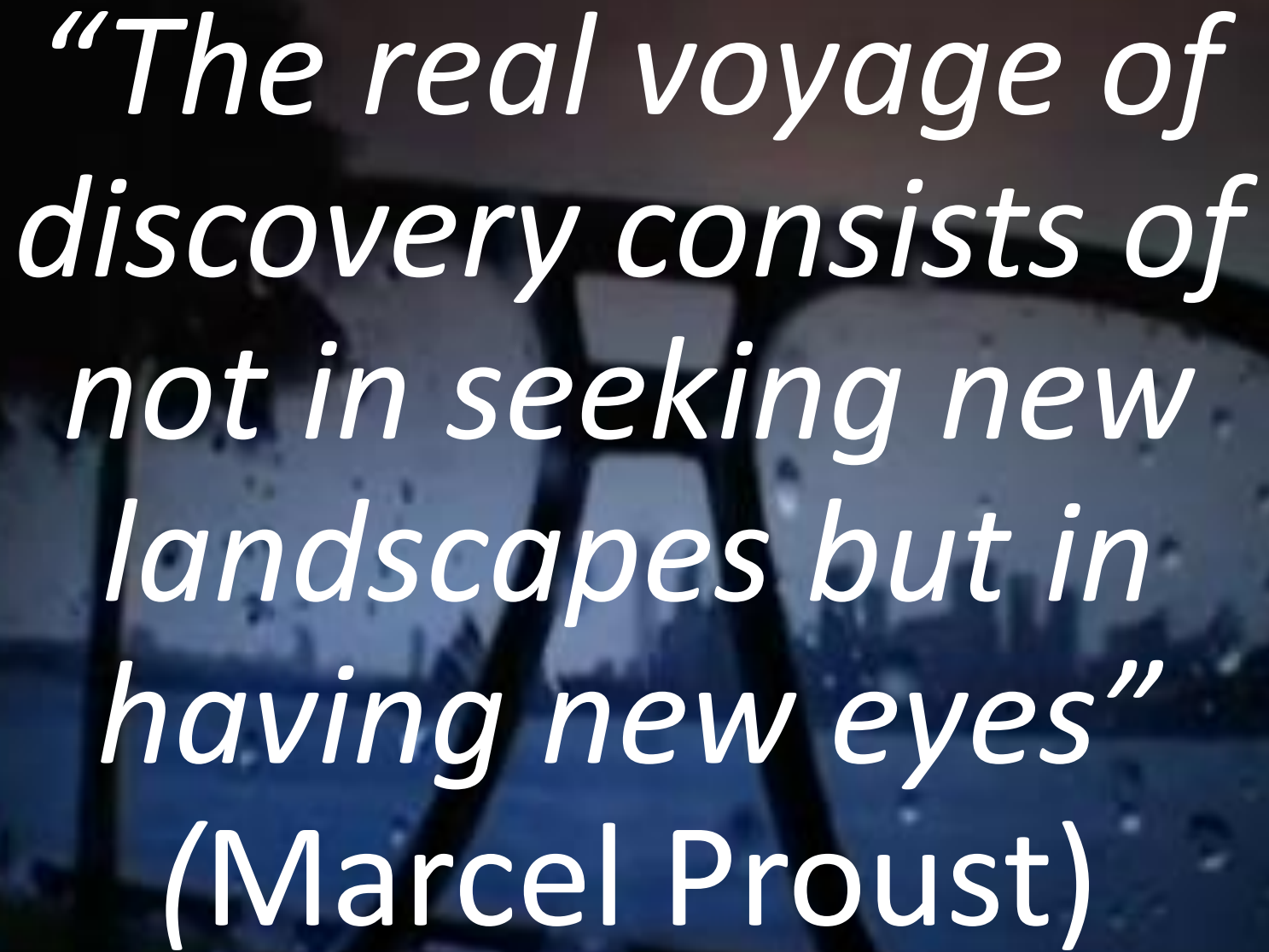
Evaluation

- Critically evaluating the writing process and the product
- Blog or wiki posts
- Vodcasts or podcasts: Vimeo - <http://vimeo.com/>



The short story 'War' attempts to provoke the reader into exploring the devastating widespread, and often unseen, consequences of war and violence. Emotionally, I hope the reader can briefly walk in the uncomfortable boots of a young soldier, who must confront moral dilemmas and suffer psychological trauma. The speaker is perpetually out of his depth, as he is situated in an environment that is unknown, uncertain, and has no previous experience to draw from. We can imagine the confusion and overwhelming sensory overload when we are out of our normal routines and culture, and must navigate new sounds, sights, smells, and tastes foreign to our own. The use of emotive language, imagery, and figurative language techniques are used to tap into similar feelings and emotions during the protagonist's constant struggle with his surroundings and state of mind.

The story, War, opens with the soldier and his unit battling to overcome the harsh environment that pose a risk to their physical health. Nature's extremes are personified. 'ferocious wave of sand and smoke' and a 'voracious beast of destruction' are two early examples of the extended metaphor, attributing animal characteristics to natural events. The relationship between two contrasting environments also acts as a motif of the ocean, recurring throughout the course of the story. Sibilance used is intended to make the reader feel discomfort, mirroring the state of the speaker. As with water, the "wave" sucks the lungs empty and then floods them with their matter – a sense of drowning, that hopefully the reader can relate to at

A pair of glasses with a dark frame is centered in the image. The lenses show a blurred, scenic view of a landscape with trees and a body of water under a blue sky. The text is overlaid on the image in a white, italicized serif font.

*“The real voyage of
discovery consists of
not in seeking new
landscapes but in
having new eyes”
(Marcel Proust)*



<http://unswict.wikispaces.com/Dallas+November+Learning+2012>

Global Writing Project

weWrite

Global competitions marked by teachers and students!

Alan November is our critical friend!



Join schools from across the world in a Global Writing Project that will enable teachers and students to share ideas, strategies and exemplars online!

Contact Karen Yager – yagerk@knox.nsw.edu.au